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After a period of time in the Work Opportunity Center (WOC) training program in Minneapolis, Minnesota, 32 boys and 22 girls were re-administered a self-attitude checklist to determine any changes in self-perception. Approximately 60% made improvements. At the time, the 54 individuals responded to a questionnaire soliciting information and comments regarding their activities, progress, and goals. Some 56% were employed at least part-time and a large number of those employed were also attending WOC. A significantly larger proportion of those both in school and working made gains rather than losses in their self-perception scores. More were at least reasonably satisfied with their activities than were not. The group felt on the average, that they had gained in progress toward becoming the person they most wanted to be. (BP)

**ADJECTIVE CHECKLIST  
FOLLOW-UP QUESTIONNAIRE**

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## ACL Follow-up Questionnaire

### Introduction

It is virtually impossible to sketch a composite picture of the young people who seek out and utilize the services of the Work Opportunity Center. Each one is an individual with his own unique combination of capabilities, interests, and aspirations. Most are dropouts, some are not. Common to many is a limitation of opportunities to develop their potential to the fullest. This limitation is often the result of family, educational, occupational and cultural disadvantages that have scorned their pasts and influenced their futures. These factors have diverted them from the mainstream of American life and have prevented the full enjoyment of its benefits.

The environment of these youth has not been conducive to the American way of success. Some of these adverse conditions are the following:

- overcrowded, substandard housing in areas which lack variety and stimulation.
- little privacy in the home.
- unemployment and lack of secure employment.
- poverty.
- divorce, matriarchial families, parental neglect.
- lack of successful adult persons touching their lives.
- a paucity of books, cultural materials, etc; few family centered activities, little intra-family communication.
- discrimination, segregation.
- lack of successful experiences (creates a negative self-image and conditions them to failure).

- lack of funds for proper clothing and medical care.
- distrust of community agencies.
- schools, teachers and programs which seem unrelated to their real world.
- violence in the streets where they live.

Often resulting from these conditions are feelings of hostility, inferiority, humiliation, self-doubt, self-hatred - - all of which are detrimental to self-development and to successful living. Some are able to rise above their circumstances, but others are left with defeated self-attitudes. It is no wonder that the task of giving new hope and new direction is a difficult one. The Work Opportunity Center aspires to deal effectively with youth and their attitudes. One task is to define those attitudes and promote positive changes in them.

#### A Self-Image Study

A recent study attempted to assess changes in student self-attitudes. Changes were assumed to result from pursuance of studies at the Work Opportunity Center (Measurement of Attitudinal Changes By The Adjective Check List, June 1, 1968). Attitudinal changes were indicated by PRE- and POST-training score differences on the Adjective Check List, a self-perception instrument. At the time of the post administration of that study, the 54 WOC students in the sample were further surveyed to ascertain their current activities, their satisfaction with these activities, their feelings as to their progress in personality development, their feeling as to the help received from WOC in personality development, and their desires for personality changes. Their goals, plans and general comments on the Center and them-

selves were also solicited. This information, gathered from the sample by means of a brief questionnaire, provides additional background data concerning the individuals and their self-evaluations. It also provides our staff with further insights into the characteristics of WOC students. In addition, a correlation between these findings and those of the Adjective Check List is hypothesized.

### The Sample

The sample consists of 32 boys and 22 girls who were enrolled and attended the Center for a reasonable and representative period. The mean period of matriculation was approximately 75 days or 16 weeks, nearly equivalent to one semester of a school year. They had attended for an average of 46 days over that period. The mean age of the group was 18 years and one month.

### Summary of PRE-POST ACL Results

Approximately 60% of the total sample made improvements in self-perception as indicated by changes in their PRE-POST Adjective Check List scores. The number of girls making gains was significantly greater than those making losses. Their average increase was also significant. A significantly larger number of the combined groups made positive gains than made losses in scores.

An analysis of the effect of the number of attendance days on the extent of ACL score changes was made in that study. This was accomplished by dividing each boy/girl group into two halves: into those having the most and those having the fewest number of attendance days. No significant difference was noted. However, among the girls with the most attendance days, a significantly larger proportion had gains than had losses in self-

perception scores. This held true regardless of scoring method.

No significant correlation was found between the extent of improvement in ACL score and the number of attendance days for either boys or girls.

This background concerning the Adjective Check List study, the sample and the results, reveals the context within which the follow-up questionnaire was administered. The information obtained will be presented now in tabular form with a summary of highlights appearing below each table.

CURRENT ACTIVITIES OF STUDENTS IN THE SAMPLE

Current Activity	Boys	Girls	Total
1. Working full-time	2	2	4
2. Working part-time	0	1	1
3. Working pt/ft & att. school	19	6	25
4. Attend school	8	7	15
5. Nothing	3	2	5
6. Married-Housewife and/or mother	0	4	4
N	32	22	54

Highlights:

- Only 9% were neither working or attending school (one waiting for Army.
- 56% are gainfully employed part-time or full-time and 83% of these also attend WOC.
- 18% of girls are housewives and/or mothers.
- In activities (1) to (5) the number of boys does not differ significantly from the number of girls except in (3). Among those working and attending school there were significantly more boys ( $P < .05$ ).



CURRENT ACTIVITIES vs. SELF-PERCEPTION SCORE CHANGES

Current Activities	BOYS (N=32)		GIRLS (N=20)		TOTAL (N=52)*		
	Gain	Loss	Gain	Loss	Gain	Loss	
1) Work full-time	2	0	2	0	4	0	4
2) Work part-time	0	0	1	0	1	0	1
3) School + work	14	5	6	0	20	5	25
4) School only	2	6	2	5	4	11	15
5) Doing nothing	1	2	2	0	3	2	5
6) Housewife and/or mother	0	0	2	0	2	0	2
Total N	19	13	15	5	34	18	52

Highlights:

- \* 2 girls made no gain or loss in their PRE POST training ACL scores.
- A significantly larger number of girls made gains than made losses in self-perception scores.
- A significantly larger proportion of both boys and girls "in school and working" made gains than made losses ( $P < .05$ ).
- Of the 30 total in categories 1, 2 and 3, significantly more made gains than made losses ( $P < .05$ ).



### SATISFACTION WITH CURRENT ACTIVITIES

<u>Response Scale</u>	<u>Boys</u>	<u>Girls</u>	<u>Totals</u>
(0) <u>Not</u> satisfied at all	3	1	4
(1) A <u>little</u> satisfied	2	3	5
(2) <u>Reasonably</u> satisfied	16	9	25
(3) <u>Very, very</u> satisfied	11	9	20
Total N	32	22	54

#### Highlights:

- Average of ratings: 2.1, "reasonably satisfied".
- If we can assume a normal frequency distribution of boys and of girls among the satisfaction responses, the sample differs significantly from normal expectations ( $\chi^2 > 40$ ). Both distributions are skewed toward the higher scale responses.
- Numbers of boys and girls responding to (2) and (3) are significantly greater than those responding to (1) and (2) ( $P < .05$ ).

### ACTIVITY SATISFACTION RATINGS vs. SELF-PERCEPTION SCORE CHANGES

Satisfaction with current activities scale	No.making ACL-FS score gains	No.making ACL-FS score losses	Total
0 <u>Not</u> satisfied at all	2	2	4
1 A <u>little</u> satisfied	1	3	4
2 <u>Reasonably</u> satisfied	18	7	25 *
3 <u>Very, very</u> satisfied	13	6	19
Total	34	18	52

#### Highlights:

- Average of ratings: gainers = 2.3      losers 1.8.
- Significantly larger number of gainers respond to (2) or (3) rather than to (0) or (1). ( $P < .05$ )
- Both distributions differ significantly from a normal distribution.
- \* Of those being reasonably satisfied there are significantly more gainers than losers. ( $P < .05$ )

The students in the sample each made a self-evaluation of personality growth. Each was asked to consider his or her progress toward becoming the kind of person that he or she wanted to be. Each student made a response on a 5-point scale as shown below.

A SELF-EVALUATION OF PERSONALITY GROWTH  
 "In progressing toward becoming the kind  
 of person I want to be, I feel that I  
 have....."

Scaled Response	Boys *	Girls	Total*
(1) .... <u>lost</u> a <u>lot</u> of ground	5	0	5
(2) .... <u>lost</u> <u>some</u> ground	0	4	4
(3) .... <u>remained the same</u> (no gain or loss)	8	4	12
(4) .... <u>gained</u> some	7	8	15
(5) .... <u>gained</u> a lot	12	6	18
N	32	22	54

Highlights:

- Mean response: 3.7 "gained some".

- \* Significantly differs from a chance distribution.

- A significant difference exists between the distributions of boys and girls in response #2. ( $P \leq .05$ )

- Significantly more of both groups respond to (4) or (5) collectively than to (1) and (2). ( $P < .05$ )

- Significantly more boys than expected by chance responded that they had "gained a lot".

PERSONALITY GROWTH SELF-EVALUATION vs. SELF-PERCEPTION SCORE CHANGES

Scale Response	Number making ACL/FS Score		Total
	Gains	Losses	
(1) .... <u>lost</u> a <u>lot</u> of ground	2	3	5
(2) .... <u>lost</u> <u>some</u> ground	3	0	3
(3) .... <u>stood still</u> (no gains or loss)	9	3	12
(4) ....gained some	9	5	14
(5) ....gained a lot	11	7	18
Total N	34	18	52

Highlights:

- Average rating of both gainers and losers was 3.7.
- Both gainer and loser distributions are similar and do not differ significantly from chance distributions.
- Significantly larger number of both group respond to (4) and (5) than to (1) and (2) ( $P < .05$ ).

Opinions were solicited on the extent of WOC's helpfulness in their personality development. Students were asked to complete a sentence by responding to one of five scaled choices. The sentence and choices are shown below.

WOC'S HELPFULNESS IN PERSONALITY DEVELOPMENT

"In helping me to become the kind of person I want to be, the Work Opportunity Center has been .....  
(see choices).....

Scale Value	Response Choices	Boys	Girls	Total
0	Of no help	1	2	3
1	A little help	4	3	7
2	Helpful	6	7	13
3	Very helpful	14	8	22
4	Very, very helpful	7	2	9
	Totals	32	22	54

Highlights:

- Average responses on scale: boys = 3.0, girls = 2.2.
- Distribution of boys skewed significantly toward (3) and (4).
- A significantly larger proportion of the group respond to (3) or (4) than to (1) or (2).
- The distribution of boys among the choices differs significantly from numbers expected by equal probability or by assuming normality of "helpfulness." ( $P < .05$ )
- The modal response of the total group indicates that the Center was "very helpful" in assisting them toward their personality ideal.

WCC HELPFULNESS IN PERSONALITY DEVELOPMENT BY  
SELF-PERCEPTION SCORE GAINERS AND LOSERS

Scale Value	Response Choices	No.making ACL-FS Score Gains	No.making ACL-FS Score Losses	Total
0	No help	3	0	3
1	A little help	5	1	6
2	Helpful	6	6	12
3	Very helpful	16	6	22
4	Very, Very helpful	4	5	9
		34	18	52

Highlights:

- Median response: (3) = "very helpful".
- No significant difference in the distribution of gainers and losers.
- The distribution of each departs significantly from normally expected values (if "helpfulness" is assumed to be normally distributed among the population).
- Both gainers and losers responded more frequently to "very helpful" and "very, very helpful" than to "no help" and "some help" on the scale of WCC helpfulness in personality development.

The questionnaire attempted to ascertain each individual's satisfaction with his or her self. Each had opportunity to indicate whether he or she desired a personality change, the extent of such change, and to state the specific change or changes desired. The results appear below.

DESIRE FOR PERSONALITY CHANGES  
 "If it were possible for me to  
 change my personality, I would  
 want to ...(see choices)....."

Response Choices	Boys	Girls	Total
....remain the same	15	10	25
....change a little	9	9	18
....be completely different	8	3	11
Total N	32	22	54

Highlights:

- No significant differences exist between boys and girls distributed among the response categories.
- Approximately 50% desire to change themselves to some extent.



Below are listed all the personality changes desired as expressed on the questionnaires. These generally mention desires for better appearance, popularity, health, self-confidence, ambition, social ease, verbal ability, study habits, conformity to rules, and job skills. These are essentially the maturity factors that dropouts have been cited as sorely lacking. The respondents exhibit a knowledge of their personality needs, and, as previously shown, they feel that WOC has been helpful to them toward these personality goals.

### PERSONALITY CHANGES DESIRED

#### Girls

- improve appearance, be more popular
- not be so shy, talk easier
- more alive, outgoing, less shy
- more at ease with others
- have better health
- more sure of self
- be more outgoing
- not so lazy, like school more, be more understanding
- don't know
- be more grown up, not so stupid
- get an education, get organized, stick to a job
- be kinder, be happier

#### Boys

- study harder
- be smarter, go into a profession
- work harder in school, be more athletic, have different friends
- have more ambition, get back drivers license
- not so lazy, keep at things
- not get into so much trouble
- be popular, get along with people better
- get a technical education
- not talk so much, don't be so shy
- become skilled
- I would tell people what I think, and I would try harder at what I do whether I like it or not
- change for the better
- be nicer
- be more cooperative and ambitious

The reader is also invited to examine a complete listing of the goals, plans and further comments as stated by the respondents themselves.

Eighteen percent of the girls are already married and an additional 18% contemplate this status in the future. Fifty percent see the need for continued education or additional training of some sort. Over 70% mentioned a desire for gainful employment. Diplomas or diploma equivalencies were a stated goal of about a third of the group. Most statements seem indicative of maturing attitudes.

Among the 33 boys, 9 (27%) mentioned the possibility of military service in their futures. The need for more training was foreseen by approximately 50% of the group (3 boys mentioned college, 3 mentioned high school diplomas). Generally there was an overall tone of optimism among the responses of the boys regarding their goals and plans for the future.

Unprompted comments were received from 14 out of the 54 respondents. These, too, generally seem to express hope and appreciation for the reorientation provided by the Work Opportunity Center.

#### GOALS AND PLANS STATED BY 22 GIRLS

1. (18 year old) I want to finish high school and then proceed into a career of beautician or airline stewardess.
2. (17 year old) Get a job in sales, may be move south, get married.
3. (16 year old) Work full-time in a business office, have my own apartment.
4. (19 year old) Going back to school to try to further my education and do some good for my son and try to make the best of our lives.
5. (18 year old) Work part-time and earn diploma through WOC.
6. (19 year old) I'll be taking the GED in April and perhaps going on into a training program of some sort.

7. (18 year old) Go on to school and try to work my way to being a social worker for young girls, otherwise business school or something like that (I hope).
8. (18 year old) Maybe college if scholarship available. Work in child care.
9. (19 year old) Be a keypunch operator.
10. (19 year old) Get married, finish high school and cosmetology training.
11. (18 year old) Get married, and work full-time. Will graduate in a few months.
12. (19 year old) Take the GED tests, get more office training, work full-time.
13. (17 year old) I'm indefinite as to what I'll be doing, either come back to WOC or find a job. (recent mother)
14. (18 year old) Work full-time in office work.
15. (17 year old) Try to make a go of my marriage, try to get into night school and finish high school, try to make our marriage the best anybody ever had.
16. (17 year old) I have no idea.
17. (17 year old) Move out, get a job, possible go to night school. I would love to join Peace Corps.
18. (19 year old) I would like to be selling at Daytons....women's apparel or cosmetics.
19. (19 year old) (none stated)
20. (16 year old) Be back in high school and work part-time as a Nurses Aide.
21. (17 year old) Work and get married.
22. (16 year old) Probably working in a store, maybe going to school.

### GOALS AND PLANS STATED BY 32 BOYS

1. (age 18) Even up the score with everyone that did me the least bit of dirt.
2. (age 18) Join Marine Corps.
3. (age 17½) Maybe construction work, merchant ship or machine operator.
4. (age 17) Maybe in the service, working as a chef, finish schooling.
5. (age 17½) Possibly college or draftsman.
6. (age 17½) In military, may go back to Marshall high school.
7. (age 16) Not go back to North.
8. (age 16) Try to make a decent living for wife and kids.
9. (age 18½) In army, get diploma in army, do kennel work, helicopter pilot or M.P.
10. (age 20) GED tests and maybe college + part-time work.
11. (age 17½) Stay at WOC, earn more credits.
12. (age 16½) Still at WOC, do small engine repair work.
13. (age 20) Go in service, maybe service school (machinist).
14. (age 19) Service, then college.
15. (age 17) I'm going back to school for one thing and after school I might take a course in drafting.
16. (age 17) Be an auto mechanic.
17. (age 19) Go to school, work and working on my car.
18. (age 18) Be a keypunch operator full-time.
19. (age 19½) Maybe in Navy or machinist at Honeywell. Would like police work.
20. (age 18½) Full-time drycleaning job.
21. (age 19) I am planning on being a body man at a body shop somewhere in Minneapolis.

BOYS GOALS AND PLANS (continued):

22. (age 18) Become a doctor or specialist.
23. (age ) Working in a station and working on cars.
24. (age 16) (non stated).
25. (age 16½) Be on my own, working, maybe at Dunwoody machine shop or architecture.
26. (age 19) Go to Canada.
27. (age 17½) Go into Marines, mechanic, get diploma.
28. (age 17) Stay at WOC, work, printing.
29. (age 17) Go back to high school.
30. (age 18½) Get a diploma, maybe go back to regular high school, work part-time.
31. (age 16) Go back to North, do drycleaning work part-time on work program.
32. (age 17) I'd like to coach track or football or be a machine tool operator.

SOME FURTHER COMMENTS MADE BY GIRLS

5. I've got 1½ years left at WOC and will keep at it until done.
6. Actually, WOC had nothing to do with the decision (to take GED and further training).
14. Hope to complete course at WOC in another month. (ed: has now earned high school diploma).
15. Try to make my future children make something of themselves (sic) let them have stuff I didn't have. Try to make something of myself.
18. I've made some new friends, I feel that I'm learning some valuable things in Retail Sales.

SOME FURTHER COMMENTS MADE BY BOYS

1. If you feel that in reading what I've written that I am a little bitter towards society, set me up an appointment and I will give you the lowdown.  
No further comment. (age 18)
3. I feel more independent now. I'm working, I'd like to go full-time to school.
7. I like cooking more than at gas station.
9. I want to earn 9 credits.
11. I like WOC because no one is on your back, can pick your hours, come and go as you please.
15. Well, I sort of enjoyed this. It made me stop and think what are you doing with your time, not going to school, just working and not making progress.
19. On last year, needed 10 credits and now finishing the last 2. I like the individualized program.
27. Thank you.
31. Center helped me get a job at \_\_\_\_\_.



## Adjective Check List Follow-Up Questionnaire

### SUMMARY

After a period of time in a Work Opportunity Center training program, a sample of 32 boys and 22 girls, whose attendance at the Center averaged nearly 16 weeks, were readministered a self-attitude check list in order to determine any changes in their self-perception. Approximately 60% of the group made improvements in their scores. The amount of improvement and the number making improvements were significant among the girls. At the time of this readministration, the 54 individuals responded to a questionnaire soliciting information and comments regarding their activities, progress and goals.

Among the group, 56% were employed part-time or full-time and 83% of these also attend WOC. Only 9% were neither working nor attending school. Eighteen percent of the girls were married and some of these were young mothers. A significantly larger proportion of those in school and working made gains rather than losses in their self-perception scores. As to their satisfaction with these activities, a significantly larger number of both boys and girls were reasonably or very satisfied than were not satisfied or only a little satisfied. A greater number who made gains in their self-perception scores on the ACL instrument also were distributed significantly higher on the "satisfaction" scale. Conversely, those with self-perception score losses were distributed along the satisfaction scale without significant differences among the response categories.

Each student evaluated his or her progress toward becoming the person they most want to be. On the average the group felt that they had gained. The boys particularly indicated an increased gain. A significantly larger



number of both boys and girls responded to the more positive end of the 5-point scale than to the more negative. Both self-perception score gainers and losers were similar in this regard.

Both boys and girls on the average felt that the Center was very helpful in assisting them in personality growth. The numbers responding on the higher end of the helpfulness scale were significantly larger than those responding to the lower end of the scale. Those whose ACL scores indicated self-image improvement did not differ significantly in their pattern of responses than those who did not make improvements.

Approximately half of the groups said that they wanted to change their personality to some extent and about 20% recognized the extent of their need to be such that they desired to be completely different. The changes desired were solicited and the respondents not only exhibited knowledge of their specific needs, but also cited a number of desirable social and emotional maturity factors.

The goals and plans stated by the girls and boys indicated that at least 50% felt a need for additional education or training of some sort. Over 70% mentioned a desire for substantive employment. Boys (27%) mention military service and girls (18%) mention marriage and families in the near future.

A number of unprompted comments were received on the questionnaire. Those also generally seemed to express optimism and hope rather than despair and defeat, as well as appreciation for the opportunities afforded by the Work Opportunity Center.